



Reuben Elementary

3605 Spearman Rd.
Newberry, SC 29108

Grades	PK-5 Elementary School	
Enrollment	207 Students	
Principal	Mike Stroud	803-321-2664
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Don Saylor	803-276-9765

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

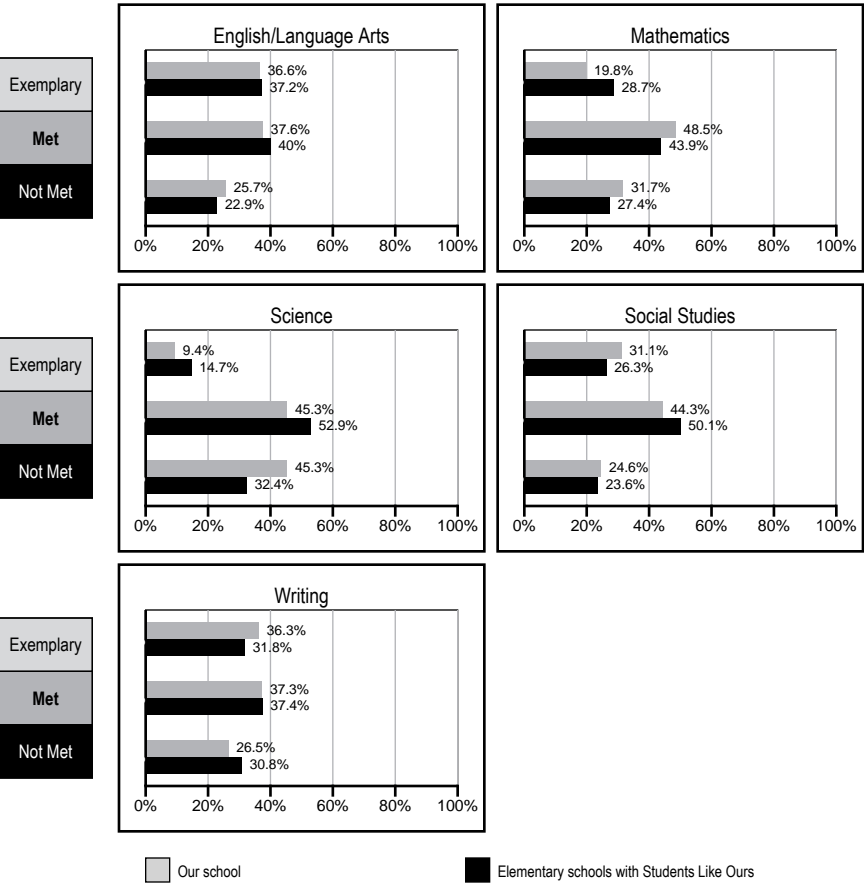
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	79	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=207)				
First graders who attended full-day kindergarten	96.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Down from 2.2%	2.1%	1.9%
Attendance rate	95.9%	Down from 96.4%	96.2%	96.3%
Eligible for gifted and talented	6.8%	Up from 5.6%	10.2%	10.0%
With disabilities other than speech	4.8%	Down from 5.2%	9.5%	7.7%
Older than usual for grade	0.0%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	78.6%	Up from 66.7%	59.4%	59.4%
Continuing contract teachers	100.0%	Up from 73.3%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 76.6%	88.2%	85.9%
Teacher attendance rate	95.5%	Up from 95.0%	95.1%	95.1%
Average teacher salary*	\$46,396	Up 7.7%	\$47,350	\$47,149
Professional development days/teacher	11.6 days	Up from 9.2 days	11.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 15.5 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 91.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,739	Up 3.6%	\$7,326	\$7,458
Percent of expenditures for instruction**	60.1%	Down from 62.7%	67.9%	68.8%
Percent of expenditures for teacher salaries**	55.8%	Down from 60.1%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2008-09 school year at Reuben Elementary was filled with many exciting and enriching learning opportunities for the students, parents, and staff. The students participated in engaging lessons, fieldtrips, and reading incentives. Parent workshops were provided to include Literacy Night and Math Standards. For Professional Development, the faculty concentrated on designing lessons according to the Design Qualities of WOW, utilizing small group instruction, and using MAP data to make informed instructional decisions. The school emphasized developing good character traits by distributing "Behavior Bucks" for good choices and evidence of helping others. Students who exhibited good character were selected as "Student of the Week" or "Student of the Month." Learning to serve and to help others was promoted during the year with fund raisers that totaled over \$6000.

Through Technical Assistance monies, two interventionist were hired to assist students in grades 1-5 who were performing below grade level. Students were instructed individually as well as in small groups.

Continuing to strive for excellence, the faculty had two teachers who attained National Board Certification. Four other teachers are pursuing this achievement as well.

Reading was emphasized with a school wide incentive program called "Hats off to Reading." A goal of reading 50,000 books was set. Students earned badges for a certain number of books read. These badges were placed on a hat which was worn at the end of the month on "hat day." The goal was met and a huge celebration was enjoyed by the entire school.

Despite loss of personnel due to budget cuts and low enrollments, the school continued to maintain student performance. Several teachers had to change grade levels and learn a new set of grade level standards. For the first time in five years, Annual Yearly Progress (AYP) was not met due to a subgroup's performance in ELA and Math. Through the dedicated hard work of the faculty, collaboration with peers, data analysis, and communication with parents, the school continues to strive to improve student performance.

Reuben Elementary continues to be a "Beacon for the Community" providing service and educational opportunities to a very unique community population. Great improvement in student performance is anticipated in the future.

Benji Sease, School Improvement Chairperson

Gloria Owens, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	38	25
Percent satisfied with learning environment	100.0%	89.5%	84.0%
Percent satisfied with social and physical environment	100.0%	97.3%	80.0%
Percent satisfied with school-home relations	100.0%	86.5%	76.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	102	100	25.7	37.6	36.6	86.1	77.5	82.8	Yes	Yes
Gender										
Male	59	100	36.2	31	32.8	79.3	72.1	79.3	N/A	N/A
Female	43	100	11.6	46.5	41.9	95.3	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	60	100	23.7	32.2	44.1	84.7	86.4	89.5	Yes	Yes
African American	35	100	31.4	40	28.6	88.6	68	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	13	100	76.9	7.7	15.4	53.8	45.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	58	100	35.1	42.1	22.8	78.9	70.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	102	100	31.7	48.5	19.8	77.2	73.8	78.9	Yes	Yes
Gender										
Male	59	100	36.2	43.1	20.7	75.9	71.6	77	N/A	N/A
Female	43	100	25.6	55.8	18.6	79.1	76.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	60	100	28.8	42.4	28.8	81.4	84.1	87.2	Yes	Yes
African American	35	100	37.1	54.3	8.6	68.6	60.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	13	100	69.2	23.1	7.7	38.5	40.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	58	100	40.4	45.6	14	68.4	65.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	64	100	45.3	45.3	9.4	54.7	60.1	67.5
Gender								
Male	42	100	45.2	42.9	11.9	54.8	59.9	67
Female	22	100	45.5	50	4.5	54.5	60.4	68
Racial/Ethnic Group								
White	37	100	40.5	43.2	16.2	59.5	73.3	79.5
African American	21	100	N/AV	N/AV	N/AV	52.4	43.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	55.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	26	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	54.5	59.6
Socio-Economic Status								
Subsided meals	35	100	60	34.3	5.7	40	48.4	55.1

Social Studies

All Students	62	100	24.6	44.3	31.1	75.4	63.6	72.3
Gender								
Male	35	100	32.4	38.2	29.4	67.6	59.3	71.5
Female	27	100	14.8	51.9	33.3	85.2	68.2	73.2
Racial/Ethnic Group								
White	38	100	29.7	35.1	35.1	70.3	74	80.7
African American	19	100	15.8	63.2	21.1	84.2	50.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.6	67.9
Socio-Economic Status								
Subsided meals	36	100	28.6	48.6	22.9	71.4	54.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	103	100	26.5	37.3	36.3	73.5	62.6	70.2	95.9	95.8
Gender										
Male	60	100	32.2	40.7	27.1	67.8	52.4	63.2	96.2	95.6
Female	43	100	18.6	32.6	48.8	81.4	73.6	77.5	95.5	96
Racial/Ethnic Group										
White	61	100	26.7	35	38.3	73.3	73.8	79.1	95.5	95.7
African American	35	100	31.4	34.3	34.3	68.6	48.8	57.6	96.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.8	62.6	96.3	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	94.4	94.7
Disability Status										
Disabled	14	100	50	42.9	7.1	50	20.1	26.1	94.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.7	61.2	95.6	95.9
Socio-Economic Status										
Subsidized meals	58	100	35.1	35.1	29.8	64.9	52	58.9	95.4	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	40	100	20	25	55	80
	4	24	100	25	41.7	33.3	75
	5	38	100	32.4	48.6	18.9	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	40	100	30	42.5	27.5	70
	4	24	100	25	50	25	75
	5	38	100	37.8	54.1	8.1	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	21	100	28.6	61.9	9.5	71.4
	4	24	100	50	37.5	12.5	50
	5	19	100	57.9	36.8	5.3	42.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	19	100	21.1	31.6	47.4	78.9
	4	24	100	25	50	25	75
	5	19	100	27.8	50	22.2	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	41	100	26.8	24.4	48.8	73.2
	4	24	100	20.8	54.2	25	79.2
	5	38	100	29.7	40.5	29.7	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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